

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Kathy Aloisio

Official School Name: L.J. Alleman Middle School

School Mailing Address:
600 Roselawn Blvd
Lafayette, LA 70503-4014

County: Lafayette State School Code Number*: 003

Telephone: (337) 984-7210 Fax: (337) 984-7212

Web site/URL: www.lpssonline.com E-mail: kpaloisio@lpssonline.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Burnell Lemoine

District Name: Lafayette Tel: (337) 521-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Carl Lacombe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 21 | Elementary schools |
| 12 | Middle schools |
| | Junior high schools |
| 5 | High schools |
| 5 | Other |
| 43 | TOTAL |

2. District Per Pupil Expenditure: 8808

Average State Per Pupil Expenditure: 8836

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	122	159	281
K			0	8	119	140	259
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5	94	81	175	Other			0
6	107	144	251				
TOTAL STUDENTS IN THE APPLYING SCHOOL							966

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
37 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 30 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	125
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	157
(3)	Total of all transferred students [sum of rows (1) and (2)].	282
(4)	Total number of students in the school as of October 1.	935
(5)	Total transferred students in row (3) divided by total students in row (4).	0.302
(6)	Amount in row (5) multiplied by 100.	30.160

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 11

Number of languages represented: 6

Specify languages:

Spanish, Vietnamese, Arabic, French, Chinese and Hindi

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 445

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 76

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>20</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>9</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>61</u>	<u>5</u>
Special resource teachers/specialists	<u>9</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>85</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	1%	98%	96%	95%	96%
Daily teacher attendance	1%	1%	1%	1%	1%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate	1%	0%	1%	1%	3%

Please provide all explanations below.

Information for the 2007/2008 year student attendance and drop out rate is not available yet. We placed a "1" in the box, however, it does not reflect our data.

The drop out rate at our school is minimal and has been decreasing.

The attendance rate is great and has increased yearly.

Daily Teacher Attendance and Teacher turnover rate are not available thorough our Human Resource Department. The program would not allow us to leave the blocks blank, therefore we used a "1" in the boxes. This does not reflect our data.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Each morning L. J. Alleman Arts Academy begins with the Pledge of Allegiance and our mission statement, "L.J. Alleman Arts Academy prepares students for academic success enriched by the arts." The words resonate in the halls and classrooms of our fifty year old facility. Our school was established as an Arts Academy in Lafayette Parish about twenty years ago. Once identified as an Arts Academy, the general make-up of our school's population came from two main sources; students in the Alleman feeder zone and students from the entire district who auditioned in their art elective and were chosen on merit. According to old records, our school population ranged from 5-10 percent minority. To attract a more diverse population, students were allowed to change school zones by transferring from majority to minority status. This population shift began eight years ago, resulting in approximately 100 minority students entering Alleman yearly. In addition to our zoned students, majority to minority students, arts academy students, we receive all the visually and hearing impaired students from our parish and three surrounding parishes, 5th grade academically gifted students, and the gifted enrichment program for grades sixth through eighth. With the additional programs housed on our campus, our overall population shifted from around 600 to over 900 students over the last 5-6 years. With over 40 percent minority population, we are now a Title 1 school. This year brings more change to our school. We are now designated as a "School of Choice." This means that 20 percent of our new students will enter on merit, and the rest will enter through lottery process.

Our Arts Academy offers a wide variety of electives for our students. They include band, chorus, visual art, theatre, dance, strings, guitar and piano. In addition to our art electives, we offer computer literacy and bi-lingual French to qualifying students. With all the changes to our population over the years, we have continued to provide a quality education by the integration of the "arts" in our curriculum. Our state test scores are evidence of our success. Alleman was labeled "Exemplary Growth" for the 2007/2008 school year. Because of our outstanding performance, we were rewarded with \$34,000. For the last two years, over 10 percent of our eighth grade students achieved Mastery or Advanced in English Language Arts and Math and were honored by the District in the Academic Olympics receiving Gold, Silver and Bronze medals. Our students are allowed to take the French I and Algebra I Credit Exams in eighth grade. We have a 100 percent passing rate in both subjects. In addition, 10 percent of our students pass the French II Credit Exam.

Students who participate in our art electives take part in many performances and competitions. Our band has won "Superior" ratings at both the District and State competitions for the last 16 years. In 2006, our band was named the recipient of the highly coveted "Sudler Silver Cup" award sponsored by the John Philip Sousa Foundation. This Sudler Cup award is the highest international honor that a middle school band can receive. Only two middle schools bands from the United States and Canada were selected for this honor. The total program must exemplify what is considered a sound viable, music education program for this level of endeavor. Our student's art work is displayed professionally at our annual Art Show housed at the Acadiana Arts Council. Also, in collaboration with the Acadiana Arts Council, our dancers perform for elementary students and the public. Many of our instrumental and vocal music students perform locally with the Lafayette Symphonic Orchestra. These students have received both state and national recognition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our school participates in Louisiana High Stakes Testing Program. All eighth grade students take the LEAP and 5th, 6th and 7th grade students take the iLEAP. The LEAP is a CRT test that measures individual student performance based on the states GLS's (Grade Level Expectations). The iLEAP is a combination of a CRT and NRT test which provides us a standard of comparison on the national level. This particular format began with the 2005/2006 school year. The tests given prior to 2005 are not compatible, therefore data cannot be compared. However, when you do compare Alleman's Percent Proficient data with the District and State's Percent Proficient data, our scores are comparatively higher than our District and State in both ELA and Math for all four grade levels and for all three years with this testing format.

Our ELA scores Whole School Percent Proficient for 2008 increased in both 6th and 8th grade and dropped one percentage point in 5th and 7th grade. African American students increased thier percentage proficient in all grades except 7th. The most remarkable gains occurred with our 6th grade special education population. They went from 29% proficient to 62% proficient. Only 11% of our 8th grade special education population scored proficient. This is definitely our weakest area and our greatest concern. Our 5th and 7th grade special education students scored in the 30th and 37th percentile.

Our Math scores Whole School Percent Proficient for 2008 represent our greatest gains with the minimum percent proficient of 78%. The 8th grade class increased by 11%, and both 6th and 7th grade increased by 8%. The 5th grade class decreased from 85 to 81% proficient. The African American population has made greater strides in math than in ELA. The 5th grade students dropped frm 81-65% proficient. All other grade levels showed drastic improvement with our African American population. The 8th grade grew 14%, 7th grade grew 19% and 6th grade grew 8%. Our 6th, 7th and 8th grade special education population made great advances, however our 5th grade students dropped 42 percentage points. We attribute the gains due to the placement of the majority of our special education students in inclusion classes.

2. **Using Assessment Results:**

The state of Louisiana requires that all public school students participate in standardized testing each spring. Students in the fifth, sixth, and seventh grade take the iLEAP and eighth graders take the LEAP test. These two tests provide a wealth of information on student's progress to the state, parish and the school. The state mandates that Alleman uses the results of the LEAP test to determine which eighth grade students are eligible for promotion to high school. The results of the ILEAP are used to determine student's academic placement for the following year. Students who achieve high results on the test are considered for advanced placement in Math and ELA. Students who achieve below grade level or in the lower percentiles are considered for placement in power reading and tutoring. Lafayette Parish has also implement Edusoft testing. At the end of each unit in Language Arts and Math students must take the Edusoft test. Testing documents are scanned and results are immediate. This allows teachers to compare their classes to students in the entire district. The best tool about the Edusoft data is that it can denote which standards and benchmarks students did not understand. This allows teachers to go back through their lessons and focus on those specified benchmarks. Teachers remediate the skills and then retest. This is a key tool for improving achievement of specified skills. The last major testing tool that Alleman uses is the STAR Test which is administered three times a year. This test is used to measure student's reading level, comprehension, and vocabulary. Students are evaluated and assigned a reading level which is used to issue appropriate library material. It is also used to calculate the students Accelerated Reader goals. At the middle of the year, the students take the STAR again to determine if there has been any progress or regression, and they also take it again at the end of the year as one of the factors for advanced placement in Language Arts.

3. Communicating Assessment Results:

L. J. Alleman provides parents with many opportunities to keep abreast of their student's performance both in the classroom and on state mandated testing. At the beginning of each school year, an Open House is held and parents are apprised of our school's performance on standardized tests and the school's plans to meet the needs of its students. A parent-teacher-student compact is sent home at the beginning of each school year as a sign of commitment between all parties involved. Teachers at Alleman also utilize Schoolnotes.com as an additional way for parents to acquire information concerning their student's daily assignments and to contact the teacher through email.

Data is provided through a mid-9 week's report that is given to them by subject for each student. Parents and students alike are given access through conferences and/or phone calls updated class performance reports. At the end of the 9 week marking period a report card is sent to the home of each student. Students who are not performing up to level are required to attend a meeting with all of their teachers, a counselor, administration and their parents to discuss their academics and how they can be helped.

Parents are invited to an after school meeting to discuss their student's performance on standardized tests. Instructions are given on how to interpret the data in order to help their students by identifying their strengths and weaknesses.

4. Sharing Success:

L. J. Alleman is one of four schools in Lafayette Parish to host a special ARTS Curriculum Program or Academy. The Elementary Arts students attend J. Wallace James Elementary, and the high school Arts students attend Lafayette High and Comeaux High Schools. As one of the Arts schools, Alleman works very closely with our feeder school, J. Wallace James. Meetings are conducted through out to year to assure that the standards, and disciplines of both schools align. Teachers at Alleman and J. W. James have been trained on how to implement art into the curriculum. As a result of this close relationship, teachers and administrators from both schools will travel to New York, NY this summer to attend a workshop on implementing arts into the curriculum. The information gathered at this workshop will allow Alleman and James to work even closer and foster a smoother transition for our students.

L. J. Alleman has also been designated as Learning Place in Action by the Lafayette Parish School Board. This means that we have been recognized as a place to provide assistance to other schools and be a valuable resource. As a result, we have been assigned Carencro Middle as our sister school. The purpose of this collaboration is to create a framework for sharing best practices in the classroom, encourage internal accountability, and improve the individual teacher's ability to assimilate students who are presently operating well below grade level expectations. As a part of this pairing the administration from both schools meet on a regular basis to discuss policies, procedures, staffing, instruction, and curriculum implementation. The leadership team from Carencro visits Alleman to meet with teachers, observe classes, and study instructional strategies. During the visit, our sister school is responsible for taking notes, and documenting what they have observed. Those teachers take this information back to their schools and implement strategies and techniques that will benefit their students and school climate.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The state's curriculum for all four-core subjects is activity based. The state's curriculum has been revised to adapt to the needs of our parish. Textbooks are used only as a resource.

The English Language Arts Curriculum at L. J. Alleman is based on the Louisiana Comprehensive Curriculum and other guidelines set forth by Lafayette Parish School Board. The state board of education requires that the ELA curriculum for middle schools be divided into units. Each unit is broken into different literary genres. While the genres are not all identical, they all cover materials that students must master in order to be successful in their coursework as well as on standardized tests. Lafayette Parish requires that all teachers administer the Edusoft test at the end of each genre. Test results are collected and compiled online. The data is immediate, and teachers can evaluate the data to determine which students mastered the materials, which need assistance, and need remediation. The school's results are also compared to the district's results and reports are turned into the Superintendent. As of January 2009, L. J. Alleman ranks among the top three schools in generating Edusoft data, and high student achievement on the Edusoft Test.

Our math department is an integral part of our schools successful performance on both district and state standardized tests. The teachers follow the State Comprehensive Curriculum and collaborate daily by grade level to meet the standards set by the state and the local district. At the end of each unit, Edusoft tests are administered to collect data to check for mastery of the skills taught and to identify weaknesses. This data identifies the specific skills the teachers need to address to meet the individual students in thier classes.

The primary goal of our science department is to integrate a variety of science demonstrations. Experiments and thought-provoking ideas that are intended to challenge inquisitive minds and open doors to further explorations. Our curriculum activities encourage discussion and reinforce fundamental scientific principles that are commonly taught at the middle school level. Most important, the questioning in each activity will prompt students to think more like scientists and to solve challenging problems using the principles of scientific inquiry. Each grade level is assigned specific scientific topics such as physical, life and earth science.

Our Social Studies Department teaches students that they are contributors to world history. They are taught that they can add to the story of the world in a positive way. Their actions and attitudes affect the people around them and the world in which they live. Each grade level studies a different aspect of the Social Studies Comprehensive Curriculum. Examples include, World History, American History and Louisiana History.

The Special Education Department at Alleman is quite diverse. L. J. Alleman hosts the gifted education enrichment pull out program for Lafayette Parish as well as the academically gifted 5th grade program. Gifted middle school students from all over the parish attend Alleman once a week to enrich their skills in visual arts, theatre arts, technology, research, citizenship, and community service. We also host the middle school hearing impaired and visually impaired programs. Hearing impaired and deaf students as well as visually impaired and blind students from a three parish area attend Alleman to receive services. In addition to these special programs, Alleman also offers both resource and inclusion classes to mainstreamed students who might need additional assistance. This provides an opportunity for all of our students to learn tolerance and the true meaning of diversity.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The Language Arts curriculum is broken into units or genres with a unit test at the end of each genre. L. J. Alleman is unique in that we have fifth grade students. Our fifth grade students are taught according to the comprehensive curriculum and the Rigby Series. The Rigby Series requires students to work in collaborative groups, and literary circles. Students in the sixth grade study the following genres: realistic fiction, nonfiction, research, historical fiction, myths, poetry, and drama. Students in grade seven study the following genres: nonfiction, fantasy, poetry, novels, propaganda, and speech/drama. Students in the eighth grade study the following genres: mystery, humorous fiction, poetry, research, novels, and drama. In order to boost the reading and comprehension levels of all students and foster a love of reading, all Language Arts teachers require students to complete 15 to 20 minutes of silent sustained reading in class. All students are required to achieve a prescribed amount of points through the Accelerated Reading Program. In this program students read books from the library or the teacher's library and then they are tested and receive a certain amount of points from each book.

Power Reading is an elective class offered to boost students reading level. Students who read below grade level, score between the 2nd and 4th stanine on standardized tests, and students who are in the alternative program qualify for this intensive reading program. The class is designed to raise students reading levels, comprehension, vocabulary, and test taking skills. The school also offers before and after school tutoring for Language Arts and Math. This tutoring is designed to give extra support for testing. Therefore, in order for students to qualify for tutoring, they must achieve in the lower percentiles on standardized tests.

3. Additional Curriculum Area:

For the 2007-2008 school year we restructured our school day to add additional minutes to our math classes by going to an eight period day. With the constraints of limited personnel, we used our testing data along with students grades and teacher recommendations to rank our students with regards to their math performance. We used this data to carefully select our advanced students because they would only have 45 minutes of math per day. The rest of our students receive 90 minutes of math instruction. The results of our efforts are reflected in the enormous gains our students made in their standardized test scores. Also, our advanced math students are afforded the opportunity to take an additional elective. Our core teachers have two planning periods. One is used for department meeting and the other is for them to collaborate and plans lessons enriched with activities to engage our students. Our district lead math teacher meets with them weekly to monitor and pace the curriculum. We also use this time to discuss our data and teaching strategies.

We all know that the key to increased learning is for the students to be actively engaged in the lessons. Our math department, through the generosity of an anonymous donor, received \$38,000 this year to purchase the most up to date technology for our entire math department. Each teacher has an Infocus Projector, a laptop, an Elmo, Memio Board Kit, a Capture Kit, wireless remote and individual student response kit. This makes our classrooms interactive so that our teachers will have the most current technology tools to engage and challenge our students.

4. Instructional Methods:

Differentiated Instruction is a teaching strategy that focuses on gearing the curriculum and assessments to student's individual needs and learning styles. L. J. Alleman provides our students with differentiated instruction in various ways. Some examples include - anchor activities, white board messages, stackers, wall-folders by class, signals, name sticks, question chips, Expert "Yellow Pages", task cards, turn in folders, exit cards, calendars, flexible seating: the practice of changing groupings, home base independent learning contracts, work/study/project logs and goals.

As a school with subsets of students in gifted and talented, hearing impaired, visually impaired, blind, bilingual, and performing as well as visual arts, we are able to use differentiated instruction to facilitate optimum student achievement. Our school's mission is to prepare students for academic success enriched by the arts. Alleman strives to integrate arts into the curriculum through the Arts Academy, comprehensive curriculum and the new Art Smart grant. Art electives are differentiated by level and skill to aid the abilities of our students. Bilingual learners are grouped by their strengths to facilitate their language learning. Multi-grade/age classes integrate student interaction across all levels based on their achievement and skill level throughout the Arts Academy classes. Flexible grouping across the board by using interest inventories, teacher observation of student interests, and achievement as well as heterogeneous grouping aid in student learning. Instruction is modified for all learners and those with specific needs include C-print and educational interpreters for the hearing impaired. Braille and enlarged print are provided for visually impaired students. Independent study is a strategy employed in the gifted classrooms in grades 5-8. Math and English/Language Arts tutoring are provided for students who score below level on standardized testing. Student centers are employed in classrooms. Tiered lessons, where students are instructed according to their ability needs, are utilized in all content areas.

5. Professional Development:

Alleman Middle School believes that professional development is an integral part of our mission to educate our students. The administration believes that teachers are more likely to expand and improve their teaching practices, when professional development is directly linked to the program they are teaching and the standards and assessments that they use. Our teachers have been extensively trained in standard first aid, how to detect drug use, suicide detection and prevention, CPI (crisis prevention intervention), academic Response to Intervention, Positive Behavior Support and the Integration of Arts in the curriculum. Alleman teachers attend many hours of professional development to keep abreast of the latest curriculum changes and the integration of technology into their lessons. One hundred percent of Alleman's faculty has been trained in use of technology through the InTech program.

Our state has mandated that our classroom teachers become "Highly Qualified" in their teaching discipline. All teachers at Alleman are "Highly Qualified" which is an integral part of our student's success. Each year many of our teachers are nominated for LEF Awards (Lafayette Education Foundation).

Every year our teachers attend conferences in order to hone their skills in their instructional field. Examples of the conferences are NSTA (National Science Teachers' Association), LCTM (Louisiana Council for Teachers of Mathematics), TAH (Teaching American History), Reading Renaissance, National Librarians Conference, Character Traits Writing Workshop, Acadiana Writing Project, Conference for the Education of Exceptional Children and National Poetry Conferences.

Through a grant provided by the Lincoln Center for the Performing Arts, one-third of the faculty will be trained in Art Smart, a program designed to instruct teachers on the integration of art into the everyday curriculum. The Alleman administration will attend an intensive five day workshop in New York, NY this summer to ensure that the program will be properly implemented.

6. School Leadership:

Our school's leadership team consists of the principal, two assistant principals, three counselors, librarian and department heads (ELA, math, science, social studies, arts academy, special education, 5th grade, and gifted). The leadership teams meets each nine weeks to discuss curriculum, scheduling, staffing, testing data and technology needs. All announcements and activities are posted on "Blackboard" to keep everyone well informed. The principal meets weekly with each department to discuss curriculum, test data, and to discuss individual needs. Faculty meetings are scheduled monthly to discuss school-wide concerns and to inform teachers of district policies and changes.

We have many programs to recognize our students and their academic performance. At mid-year we have an academic breakfast for all eligible students who have "honor roll" for the first two nine-weeks along with thier parents. We also participate in the Accelerated Reader Proqram. Our students who are STAR readers are rewarded with a luncheon each nine weeks. At the end of the year, we have an "academic pep rally" to reward teachers and students for their academic and athletic successes. Students who have a cumulative 3.0 GPA are rewarded with a t-shirt. (over 50 percent of our students receive this award). As part of the entertainment for the rally, our students perform both individually and as a group in their specific talent.

To reward students for good behavior, we have established "Positive Behavior Support" at Alleman. The program is designed to reward good behavior by giving monthly rewards to students who have no major discipline referrals. Examples of rewards include; crazy sock day, cap day, untucked shirt day, jersey day, popcorn day, peppermint stick day, or ice cream sandwich day. Approximately 95 percent of our students particpate monthly.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: iLEAP

Edition/Publication Year: 2006-2007

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	81	85	80		
% Advanced	17	13	6		
Number of students tested	135	143	175		
Percent of total students tested	15	16	19		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	72	76	64		
% Advanced	13	2	3		
Number of students tested	56	53	72		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	65	81	71		
% Advanced	7	5	4		
Number of students tested	45	40	51		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	40	82	50		
% Advanced	0	13	0		
Number of students tested	10	16	18		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Louisiana State Department of Education changed the state testing format. We now administer the iLEAP, which is designed to include constructed responses questions on the test. The data listed above represents the three years with the new testing format.

Advanced- student at this level has demonstrated superior performance beyond the level of mastery.

Mastery- student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

Basic- student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Proficient- any student who scores basic, mastery or advanced.

Subject: Reading
Edition/Publication Year: 2003-2004

Grade: 5 Test: iLEAP
Publisher: Riverside Publishing1

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	75	78	81		
% Advanced	6	6	6		
Number of students tested	134	143	175		
Percent of total students tested	15	16	19		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	68	84		
% Advanced	2	1	3		
Number of students tested	55	53	72		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	62	61	63		
% Advanced	2	0	0		
Number of students tested	45	40	51		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	30	69	56		
% Advanced	0	0	0		
Number of students tested	10	16	18		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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prepared for the next level of schooling.

Basic- student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Proficient- any student who scores basic, mastery or advanced.

Subject: Mathematics

Grade: 6

Test: iLEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	85	78	77		
% Advanced	11	4	6		
Number of students tested	280	303	251		
Percent of total students tested	30	33	28		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	79	70	63		
% Advanced	7	1	5		
Number of students tested	161	160	108		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	74	66	52		
% Advanced	4	2	1		
Number of students tested	117	127	83		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	76	33	43		
% Advanced	5	4	0		
Number of students tested	21	24	14		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Louisiana State Department of Education changed the state testing format. We now administer the iLEAP, which is designed to include constructed responses questions on the test. The data listed above represents the three years with the new testing format.

Advanced- student at this level has demonstrated superior performance beyond the level of mastery.

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prepared for the next level of schooling.

Basic- student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Proficient- any student who scores basic, mastery or advanced.

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	78	75	78		
% Advanced	3	3	6		
Number of students tested	280	302	251		
Percent of total students tested	30	33	28		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	68	63	70		
% Advanced	1	1	5		
Number of students tested	161	159	108		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	65	61	60		
% Advanced	0	1	1		
Number of students tested	117	126	83		
3. (specify subgroup): Student with Disabilities					
% Proficient plus % Advanced	62	29	50		
% Advanced	5	4	0		
Number of students tested	21	24	14		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Louisiana State Department of Education changed the state testing format. We now administer the iLEAP, which is designed to include constructed responses questions on the test. The data listed above represents the three years with the new testing format.

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Proficient- any student who scores basic, mastery or advanced.

Subject: Mathematics

Grade: 7

Test: iLEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	87	79	72		
% Advanced	3	7	6		
Number of students tested	268	227	247		
Percent of total students tested	29	25	27		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	84	64	60		
% Advanced	1	2	2		
Number of students tested	136	86	104		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	78	59	52		
% Advanced	1	1	1		
Number of students tested	110	74	94		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	55	43	25		
% Advanced	5	0	5		
Number of students tested	22	14	20		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Louisiana State Department of Education changed the state testing format. We now administer the iLEAP, which is designed to include constructed responses questions on the test. The data listed above represents the three years with the new testing format.

Advanced- student at this level has demonstrated superior performance beyond the level of mastery.

Mastery- student at this level has demonstrated competency over challenging subject matter and is well

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Basic- student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Proficient- any student who scores basic, mastery or advanced.

Subject: Reading

Grade: 7

Test: iLEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	80	81	77		
% Advanced	7	8	8		
Number of students tested	268	277	247		
Percent of total students tested	29	25	27		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	73	66	64		
% Advanced	4	3	3		
Number of students tested	136	86	104		
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	65	67	60		
% Advanced	5	3	1		
Number of students tested	110	74	94		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	37	29	30		
% Advanced	5	0	0		
Number of students tested	22	14	20		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Louisiana State Department of Education changed the state testing format. We now administer the iLEAP, which is designed to include constructed responses questions on the test. The data listed above represents the three years with the new testing format.

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Mastery- student at this level has demonstrated competency over challenging subject matter and is well

prepared for the next level of schooling.

Basic- student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Proficient- any student who scores basic, mastery or advanced.

Subject: Mathematics

Grade: 8

Test: LEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	78	67	72	72	80
% Advanced	4	8	5	2	4
Number of students tested	240	242	234	192	240
Percent of total students tested	26	26	26	23	29
Number of students alternatively assessed	4	3	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	63	53	54	63	
% Advanced	1	4	2	0	
Number of students tested	101	97	88	72	
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	60	46	43	48	53
% Advanced	1	3	0	0	0
Number of students tested	86	93	83	62	69
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	28	15	17	31	27
% Advanced	0	0	0	0	0
Number of students tested	18	20	18	13	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for Free and Reduced Lunch for the 2003-2004 school year.

Subject: Reading

Grade: 8

Test: LEAP

Edition/Publication Year: 2007-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	79	76	69	76	69
% Advanced	5	4	3	1	2
Number of students tested	240	242	234	192	240
Percent of total students tested	26	26	26	23	29
Number of students alternatively assessed	4	3	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	67	64	52	66	
% Advanced	2	5	3	0	
Number of students tested	101	97	88	72	
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	66	62	48	61	55
% Advanced	1	2	1	0	0
Number of students tested	86	93	83	62	69
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	11	15	17	0	0
% Advanced	0	0	0	0	0
Number of students tested	18	20	18	13	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data for Free and Reduced Lunch is not available for the 2003-2004 school year.

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